

TF Standard IV Reflection

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Assessment and Evaluation

Although the terms “assessment,” “evaluation,” and accountability” apply to a wide range of issues in education, none receives more attention than the assessment of student learning in core academic areas (Williamson & Redish, 2009). The impact of this statement for teachers, administrators and parents is one of fear and panic in my opinion. Current testing to measure student learning is a topic of interest in our family. We have a child that not only panics at the thought of testing but cannot perform well on written test. It appears to me that we have created an environment in that we want to teach our children the topic but we are testing them on a separate piece of criteria. In our effort to evaluate the student’s knowledge we need to take a solid look at aligning the curriculum and the standardized testing tools.

In past years we have experienced a new wave of accountability with the arrival of No Child Left Behind (NCLB) in 2001 with the reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA), requiring states to establish specific goals for student achievement and to publish annual Adequate Yearly Progress (AYP) reports (Williamson & Redish, 2009). This act not only created a new wave but started a landslide of multiple issues to be addressed at a district, state and national level. The impact of this implementation affected me greatly not only from a personal level but at a family, work place and community perspective.

The immediate impact was to research and study the new act and become knowledgeable from every direction as a parent, spouse, stakeholder and director. The personal gains of this knowledge lead to interaction with colleagues. I was able to participate in numerous discussion board responses and the web conference. Posting on a blog was a new experience for me and intimidating because of the exposure and not being able to change what I stated. All of the

experiences below are ones that I now practice and plan to use as an ongoing tool at work. We have also started to use webinars at work for training with teachers and administrative staff. Looking into the future for new tools to enhance teacher professional development is exciting and I hope to be a leader in this area.

As I mentioned above the evaluation and assessment process has impacted our family. Assessment can be *formative* (conducted during the learning process) or *summative* (conducted at the culmination of the unit of school year). It should comprise not only teacher-designed tests and projects, but also students' self-assessments, peer assessments, and automated assessments generated by hardware and software (Pitler, Hubbell, Kuhn & Malenoski, 2007). This statement triggered thoughts of our family member and how the techniques above may have created a friendly environment for her evaluation and assessment process. In my role as a director I serve on a software development team and I plan to invest personally in the techniques we could use to soften the process but also gather reliable data to comply with the TF/TF Standard IV. I feel it is imperative that we are able to gather information needed to assess student learning in core academic areas.

Gathering the information is not the only task at hand. Educators are busier than ever before. Research has documented that responsibilities of superintendents, principals, and teachers continue to expand both in scope and in number. The job is not getting easier! If leaders accept the challenge, then they need to foster a leadership culture where the process of examining the work for school improvement is a continual shared responsibility of the campus and larger community. This process must be embedded in all of the work of the school, whether it is hiring faculty, monitoring curriculum, testing for academic achievement, teaching students, or meeting any other educational need (Harris, Edmonson & Combs, 2010). By taking the

statement above to heart I must first do a self-assessment and strongly consider my role from every aspect. I must reach out for more information and interpret that information and capitalize on it. Making changes is only the beginning as educators move toward a secure system of assessment and evaluation in education.

References

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